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Le guide est destiné aux enseignants et aux élèves de 16-18 ans qui sont en adaptation scolaire. Le sujet proposé est: les faits et l'opinion. Le guide est divisé en six parties: 1. survey; 2. trivia; 3. the five w's of reporting; 4. the letter of opinion; 5. the review; 6. the oral presentation. Pour chaque partie, on indique les objectifs spécifiques et l'on donne de l'information pour les enseignants et les élèves.

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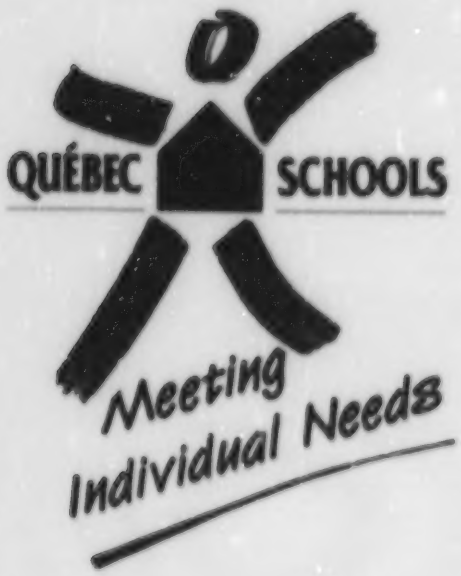

INDIVIDUAL PATHS FOR LEARNING STUDENTS AGED 16-18

FACT AND OPINION

Québec

EDUQ
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INDIVIDUAL PATHS FOR LEARNING STUDENTS AGED 16-18

FACT AND OPINION

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

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Author: Deborah Gross, Educational Development Officer

Coordinator: Alain Bénitah, Direction des services éducatifs aux anglophones

Contributors:

Heather Mizener	South Shore Protestant Regional School Board
Erene Anthony	Protestant School Board of Greater Montreal
Rafic Dagher	Montreal Catholic School Commission
Paulette Losier	The Eastern Townships Regional School Board

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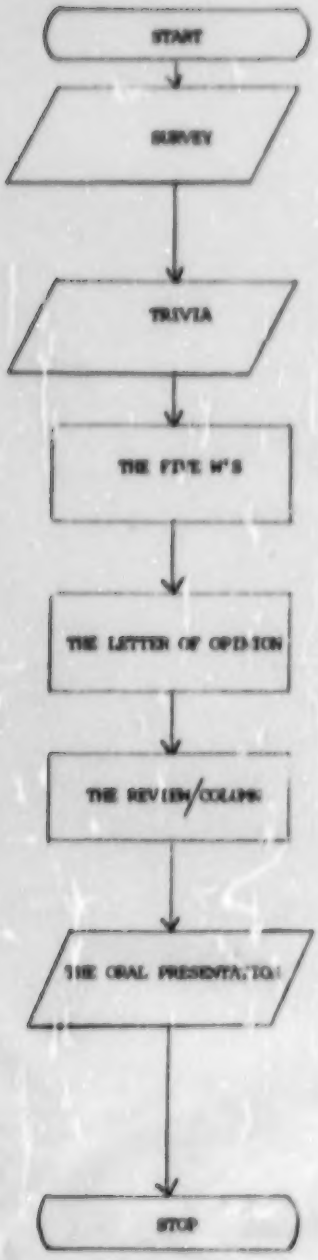

. Preliminary Activity
. Respond
. Evaluate

. Preliminary Activity
. Compose

. Read
. Explore
. Compose

. Read
. Respond

. Read
. Explore
. Compose

. Brainstorm
. Research
. Compose/Write
. Edit/Polish
. Present

SURVEY

Intermediate Objectives

The student will explore the difference between fact and opinion by administering a class survey.

The student will further determine and identify these differences by creating questions and using them to quiz his peers.

SURVEY

Teacher Information

There are two survey questions, both fairly controversial or at least requiring some thought. Divide the class in half, giving each half a different question. Ask them to poll 15 people (if possible) and record and tally their responses. The following grid works well for polling and calculating.

Question #		Sex		Response (Tick (✓) off the response)			
		M	F	a	b	c	d
Number of people polled	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
TOTALS:							

Question #1

If a woman was elected Prime Minister, would you:

a) rejoice and hope that she would appoint other women to positions of power as well?
b) be nervous about her power to govern?
c) be indifferent, it makes no difference to you?
d) make plans to move to another country?

Question #2

If the person, sitting beside you in the Metro or bus lit a cigarette, would you:

a) ask them to butt out and tell them why?
b) change seats or cars?
c) ignore it?
d) light up yourself?

This exercise uses opinions to produce facts.
The poll itself asks for opinions, but the results are the facts.

The four responses in each question are similarly placed i.e. response "a" is positive, response "b" is avoidance, response "c" is noncommital and response "d" is negative.

Ask students to draw up their factual statistics: number of people polled, percentage of male and female, percentage who responded positively, etc. Have students present their facts; they are the experts!

e.g.: 85% of people polled were female, 80% of those polled would like to see a woman Prime Minister.

13% of people polled would smoke in the Metro or bus.

Now, ask students to form an opinion or make an assumption based on the facts and express it in a clear concise thought. They are using the facts to form an opinion.

e.g.: Most woman would prefer to see a female Prime Minister!

If 79% of people would ignore someone smoking on the Metro, would the same number ignore a mugging? If so, the world is a sorry and unsafe place in which to live.

Discuss briefly the difference between fact and opinion.

TRIVIA

TRIVIA

Teacher Information

Students should work in pairs for this activity. Again, it is designed to differentiate between fact and opinion.

Ask students to list five facts that are irrefutable or impossible to argue.

e.g.: The world is round.
The sky is blue.
A year has 365 days or 12 months or 52 weeks.

Now ask students to list 5 facts that they know are true, but that not everyone else knows.

e.g.: A cow has 3 stomachs.
David Bowie has one blue eye and one brown eye.
Madam, I'm Adam reads identically backward and forward and is called a palindrome.

Facts that only a certain group of people know about, facts that others might find unimportant are called TRIVIA. Have the students write five trivia questions. They must be able to provide the response!

e.g.: What colour is yak's milk?
Who hit the most home runs in the 1962 baseball season?
What is the name of Mickey Mouse's dog?

Students can spend some time as a class, quizzing each other on trivia. A contest could be set up, very informally, keeping track of scores on the board, etc.

Now, ask students:

1. Why do you think people like trivia?
2. What do you think about the food in the cafeteria?
3. What do you think about the name Gertrude?
4. What do you think about Santa Claus?

The answers to these four questions are opinions. Ask students for a definition based on the preliminary exercises, of fact and opinion.

Hand out Fact vs Opinion, page 10 - check student definitions with those given.

FACT VS OPINION[1]

A FACT IS: - a statement which we can prove to be true. "Hydrogen and oxygen can be combined to form a substance that we know as water." To prove this statement we could look up the information in a book, ask an expert, or perform the experiment ourselves.

A FACT IS: - a statement containing information that can be checked with other sources. "Hungary is a member of the United Nations." Remember that even though a statement can be checked with another source, we have no assurance that it will be proven true.

A FACT IS: - something generally known to be true. "President Kennedy was assassinated." Sometimes events are of such magnitude that they can be affirmed without being checked specifically. This is a statement which could be unanimously agreed upon.

AN OPINION IS: - a judgment or belief. "There are not many good movies being made today." Note the difficulty of verifying this judgment without identifying those qualities that make up a "good" movie (cf. "That was a good movie" meaning "I like it" - a statement of taste only).

AN OPINION IS: - often worthwhile when it is based on someone's experience or on other fact. "The Cubs and the Yankees have a good chance of meeting in the World Series." This statement is based on statistics but we have no assurance that these statistics will not change.

AN OPINION IS: - dangerous when influenced by prejudice. "The younger generation is undependable." "If you break a mirror, you get seven years bad luck!"

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1 ELA - Communication Arts Guide One - Print
Ministère de l'éducaton, 1981

THE FIVE W'S

Intermediate Objectives

The student will identify the Five W's of reporting and employ them in the composing of a news story, using facts given.

The student will create an original news story employing the Five W's, responding to a given headline.

The student will use peer editing techniques to proofread and correct his work.

The student will explore creative writing techniques to improve his composing skills.

THE FIVE W'S

Part I - Teacher Information

Have students read the newspaper article, page 15, "Parents of boy bitten by pitbull seek $95,700", and answer the following:

Who is the article about?
What is it about?
When did it happen?
Where did it happen?
Why did it happen?

These are the Five W's of reporting. They are the facts.
Every good news story should include all five.

Hand out the Factsheet, page 16. Ask students to write a short news story using all the information provided. Be sure they include the Five W's and a headline.
Students should work with their writing partners to verify that they have included all Five W's, then proofread and edit.

Ask volunteers or choose students to read their article for the class.

Note: For more information on reprinting Gazette articles, contact the Managing Editor at the City Desk of the Gazette (514) 282-2892.

Parents of boy bitten by pitbull seek $95,700

The parents of a child who was bitten by a pitbull are seeking $95,700 in damages from the dog's owner.

According to the suit, filed yesterday in Quebec Superior Court, the incident occurred at the rear of a row of homes in Pointe Aux Trembles, a year ago today.

Six-year-old Jean-Louis Chapleau, who was walking along a path, noticed the dog in the backyard of a home at 750 Place du Parc. The suit states the boy peaked through a hole in the fence surrounding the property, owned by Michel Belliveau.

The boy was holding a small leaf, hoping the dog would be attracted by the scent, the suit states. Seemingly without provocation, the dog leaped at the boy, ripping the lower part of his face, as it snapped its jaws shut.

A neighbor, hearing the boy scream, investigated and found the child bleeding profusely. Cradling him in his arms, the neighbor carried the boy home.

It took more than a dozen stitches to close a gash in the boy's upper lip and nose, said lawyer Martine Hamel, who is handling the case. The boy will have to undergo plastic surgery to cover facial scars.

"He has also been deeply traumatized by the incident," the lawyer said.

In his statement of claim, Louis Chapleau, the boy's father, said the dog was not on a leash and the fence around the property provided no protection for passersby.

(Reproduced with permission from The Gazette)

FACT SHEET[2]

Place:	**Toronto, Canada**
Date:	**March 23, 1988**
Event:	**Three bags of cash bounced out of the back of an armoured car.**
People involved:	**Motorists saw money flying all over the highway.** **Traffic jam of several kilometres.** **Most people returned the money, some from as far away as 30 kilometres.** **Taxi driver charged with theft because he spent some of the money before police caught him.**

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[2] Format taken from: ELA Communication Arts Guide One - Print
Ministère de l'éducation, 1981

Part II - Teacher Information

Have students write a short news story using the Five W's, about one of the following headlines:

- Man Bites Dogs.
- Impossible Rescue Mission.
- Tragedy Has Happy Ending.
- Crook Gets Just Desserts.
- Little Green Woman Spotted at Beauty Parlour.

Again, have students work with their partner to verify Five W's, proofread and edit.

Ask volunteers or choose students to read their work to the class.

N.B. The Gazette does not capitalize every important word in a headline or title. However, in order to be consistent with the rules of capitalization that we teach, the important words in the headlines provided here have been capitalized.

The following are two exercises on vocabulary and creative writing. Both exercises are really self-explanatory and could be used anywhere in the module. Students should be encouraged, once the exercises have been completed, to follow through and try to apply the ideas to the writing of their newspaper stories. For example, in the writing of the restaurant review, you could insist that not one of the nine boring words on the list, page 19, appear. The class could compile a communal list of boring words that can only be used under severe duress.

Headlines - The attention grabbers!

The headline of a news story is what grabs our attention and helps us decide whether we want to read more. The headline gives us an idea of what the news story is going to be about. The headline often appeals to our emotions, making us feel sad, happy, angry, sympathetic, etc.

The following are five headlines. Change them by adding extra words to make them more interesting and emotional, more able to grab the reader's attention.

Five People Arrested.

Team Loses Game.

Woman Speaks Out.

Loto Winner Loses.

Fire Destroys Building.

e.g.: Flowershow Ends.

Glorious Flower Show Fades and Dies.

Boring, boring, bor.....zzzzzzzzzz

When writing for the newspaper, a reporter has to be short and to the point. He has to choose his words very carefully and not waste space with boring words.

Some words are very boring. Nice is a boring word. Walk is a boring word. Said is a boring word.

List five other words that you think are really boring.

Give examples of other words that could be used instead of the four boring words given and your five boring words. Words that mean the same, or almost the same as other words are called synonyms.

	Boring word	Synonyms
e.g.:	1. Nice	great, wonderful, good, kind, tasty
	2. Walk	
	3. Sad	
	4. Big	
	5.	
	6.	
	7.	
	8.	
	9.	

THE LETTER OF OPINION

Intermediate Objectives

The student will read and evaluate facts presented in a newspaper article and in so doing, formulate a personal opinion on the issue.

The student will respond to the article by composing a letter of opinion.

The student will explore different personal reactions by composing a letter of opinion in the voice of a fictional character in response to a given viewpoint.

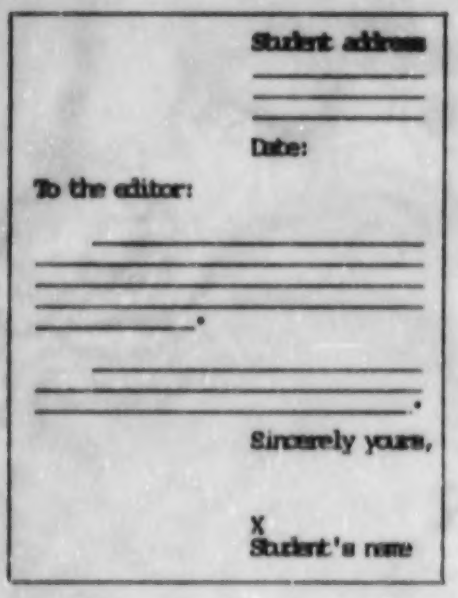
THE LETTER OF OPINION

Part I - Teacher Information

The following are some ideas for presenting the topic to the students:

People often have strong opinions about articles they read in the newspaper or magazines. Publishers of newspapers and magazines want readers to have opinions and make room in their publications for these opinions. These opinions are in letter form and are called Letters to the Editor. The editor of a magazine or newspaper is the person who supervises what will be provided and takes responsibility for it.

Have students read the Gazette article "Children's Hospital... patients", page 25, and write a letter to the editor either agreeing or disagreeing with the stand. Students may use the simple letter format given, if desired.



N.B.: The Gazette letters that are published do not have this format, but presumably they did in their original form.

Children's Hospital refuses to operate on airlift patients

By SUE MONTGOMERY
of The Gazette

The founder of Heal the Children is fuming over a decision by the director of the Montreal Children's Hospital not to allow surgery on children the organization brings from underdeveloped countries.

"He says that if I were really a caring person I would leave the kids in their own country," Naomi Bronstein said, referring to hospital director Dr. Nicolas Steinmetz. "Well, that means let them die."

"We don't agree on anything," said Bronstein, founder of the organization which has brought more than 100 children to Montreal and 1,000 to the U.S. for surgery since 1982.

Steinmetz, who has been director of the hospital for one year, said there is no money in the budget to operate on foreign children.

"It's very fine for her to say they should be (operated on) but who's going to pay for it?" he asked. "Are the families of Quebec going to be happy to have their children denied care so that other children can get it when they're paying for it?"

Next month, 100 children from the Dominican Republic who need emergency medical surgery will be flown to Canada and the U.S. Two are to receive orthopedic surgery at the Shriner's Hospital for Crippled Children in Montreal. Five are to be treated in Ottawa and Toronto.

The Shriner's hospital has performed 33 orthopedic or muscular operations on children brought to Montreal by Heal the Children. It doesn't do cardiac surgery.

But the Montreal Children's Hospital, which performed cardiac surgery on about 12 of the group's children, has refused for a year to take on any more cases.

Martine Bernier, deputy chief of staff to Health Minister Thérèse Lavoie-Roux, said the Children's decision is not government policy.

"We never deny anybody from other countries care in Quebec if they can pay for it," she said.

In Quebec, it would cost $1,238 a day for each child, a fee Bronstein said the organization would pay.

But the Quebec government gets the money, not the hospital, Steinmetz said. And the fee doesn't reflect the real cost of the operation.

"The net result is every foreign child we treat, we do with money that is given to treat the children of Quebec," he said.

"We can be helpful every now and then ... but we cannot be treating children from other countries that are brought here systematically."

Heal the Children pays the Hospital for Sick Children in Toronto $675 a day to cover the cost of tests, medication and the hospital stay. The doctors donate their time.

"We're not asking (Steinmetz) to save the world," Bronstein said. "I'm just saying help a few kids live."

Said Steinmetz: "If a country or citizens want to provide better health for children in other parts of the world, somebody else is going to have to make a policy decision as to whether providing heart surgery is the way to do it or providing cleaner water and food is the way to do it."

About $9,000 to $10,000 has been raised of the $100,000 needed for the children to come to Canada.

(Reproduced with permission from The Gazette)

Students should aim for at least two arguments in favour of their opinion. They should try to appeal to people's emotions as the lives of children is an emotional issue. Although the letter is an opinion, with good reasons they may convince others.

Students need good examples. Depending on current issues at the time of presentation of this module, students could be following letters to the editor in the daily paper. It is advisable that they do examine some real letters before writing their own.

After the rough drafts of the letters are finished, pair students with their writing partners and work on the final draft.

Collect the letters and display them. Give students time to move around the class, read the letters and perhaps discuss the issues involved with the authors.

N.B. Students sometimes feel that letters to the editor are something the teacher makes up to keep them busy. If students wrote letters on some current issue and mailed them to the Gazette, the exercise could become more meaningful, especially if any were printed.

The Gazette welcomes letters

All letters must be signed and include the writer's full name and address as well as a daytime telephone number. So that we can publish as many letters as possible, long ones may be condensed. Every precaution is taken to preserve the core of the writer's argument. We do not return unpublished letters.

Part II - Teacher Information

The first letter to the editor that the students wrote was their own opinion on a news story, but letters to the editor can sometimes be an opinion on another letter, not the original article. It is, in fact, an opinion on an opinion.

Students are now going to respond to a (fictional) letter to the editor responding to a real news article. They will choose one of the three fictional characters given and write from that point of view.

Have students read the newspaper article, Dads must help with diapers - minister, page 28, and the letter that accompanies it.

4717 Oak Avenue
MONTREAL, Quebec
H2Z 1M9

To the Editor:

Big Deal! The minister thinks men should change diapers? What about the feeding, the playing, the nurturing, the laundry? There is certainly more to raising children than changing diapers. That's the easy part! Until men are willing to do exactly half of what is required, women will never have equality. A woman cannot have a full time job, be a Mom as well and be happy unless her husband is willing to share 50-50. It's his baby, too!

Sincerely yours,

Ms. Adèle Smith-Jones

Dads must help with diapers — minister

By NANCY WOOD
Gazette Quebec Bureau

QUEBEC — Men must start changing diapers if Quebec's population is to increase, says the minister responsible for family policy.

With more women working now, couples have to share all the work involved in raising a modern family, Robert Dutil told a conference yesterday organized by the Institut d'administration publique au Canada.

Dutil said he changes the diapers of his 2-month-old son (his third child), and doesn't see why all men don't do the same.

"A few years ago, there was a technical difficulty with diaper-changing and men had good reason to be nervous: There was the fear of pricking the baby with a pin or doing it all wrong," he said.

"Now, with new developments, you can tape and untape — it's hard to do it wrong.

"And yet some men still squarely refuse to do it."

Dutil said the government is doing its best to help families and will try to introduce tax incentives for families in the next budget.

"But I don't want what I say to be interpreted as a budget leak," he cautioned.

(Reproduced with permission from The Gazette)

Have students choose one of the following characters. Either as a class or in smaller groups lead a discussion between the characters. Students should rôle play to present their differing points of view. If you do choose the smaller groups, each character should be represented.

Following class discussion, students should be familiar with the differing viewpoints and opinions. At this point they may even change points of view and/or characters if they wish. Perhaps someone else's arguements have been very persuasive.

Characters:

You are a grandfather. You believe in the traditional family rôles: the father goes out to work to support his family, the mother stays at home to cook and clean and take care of the children. You have never before changed a diaper.

OR

You are a 23 year old man. Your mother always worked, so did your dad, but at home everyone shared the daily chores. As far as you are concerned, the idea of only mom cooking and cleaning is ridiculous. In fact, your dad is a far better cook than your mom and likes doing it.

OR

You are a 19 year old woman. You have decided to make home making your career. When you get married and have kids, you intend to stay home and look after them. You feel that the government should pay home makers 15 000 $ per year as their salary. Your contribution to society is equivalent, if not greater than a man's.

Have students write a letter to the editor in the voice of their chosen character, either responding to the original article or the letter by Ms. Smith-Jones. They must give at least two reasons for their opinion and make up a name for themselves.

Students should be involved in peer editing to produce their final draft. Again, you can collect and display all letters. Students should have an opportunity to read the other letters and be exposed to other opinions.

THE REVIEW

Intermediate Objectives

The student will examine a current restaurant review and evaluate its content.

The student will determine the nature of a review by answering questions based on the text.

The student will create a fictional restaurant critic and in that voice compose a review, employing an appropriate combination of fact and opinion.

The student will create a fictional columnist and in that voice compose a column, employing an appropriate combination of fact and opinion.

The student will explore the value of using the knowledge of experts when voicing an opinion.

THE REVIEW

Part I - Teacher Information

The following are some ideas for presenting the topic to the students:

A review in a newspaper is an evaluation or judgement of something, perhaps a movie, a book, a record or a restaurant. The reviewer (or critic) must be informed and knowledgeable about his subject and try to be fair so that he can inform and guide the public.

A review is a combination of fact and opinion. For example, in a movie review the reviewer first tells you the actors appearing in the movie, a short plot summary and perhaps where the movie is playing. These are the facts. The reviewer then proceeds to tell the reader whether he liked the movie or not and why. This is opinion and not everyone agrees! The critic is an "expert" because he sees a lot of movies, however, his opinion may not always be the same as yours.

A restaurant review works in much the same way. It is a combination of fact and opinion. First, the critic tells you where he ate, what he ate, and how much it cost. These are the facts. The reviewer then gives you an opinion on the food. Did he think it was well presented, tasty, too little, too much? This is opinion. Again the critic is an expert in that he eats in restaurants all the time and should know food.

A few things students should know about food critics:

1. They do not like to be recognized. If they are, they may get special food or service and that would be unfair. If a picture accompanies their review, it shows the back of their head or a dark profile, or something else mysterious.

2. Money is no problem. Critics can eat anything and everything on the menu. They usually take a friend, that way, they can taste a larger variety of items.

3. They order a lot of courses (entrée, soup, main dish, dessert) and wine.

A restaurant review should include:

1. A brief description of what was ordered and an opinion on it.

2. A description and an opinion on the décor.

3. A comment on the service (fast, slow, polite, rude, etc.)

4. Does the restaurant : have wheelchair access?
   take credit cards?
   have clean washrooms?

5. The name and address of the restaurant.

6. The price of the meal.

Hand out Helen Rochester's review of Michael D., page 37. Have students read the review and then answer the following suggested questions orally and as a class.

1. Who is the reviewer?

2. What restaurant did she visit? Where is it?

3. Describe it briefly.

4. What did the reviewer eat? Was it all good?

5. Was the meal expensive?

6. Do you know how much of a tip one is expected to leave?

7. If this restaurant critic was to rate this restaurant on a scale of 1 to 10, what do you think her rating would be?

These questions, answered orally, will no doubt lead to discussion of restaurants, food, horror stories about kitchens of restaurants that students have worked in, etc. Encourage it. It will set the mood and create excitement for the next activity.

DINING OUT

Helen Rochester

The Gazette, April 8, 1983

Italian

Michael D. It isn't Togos, which it was designed to replace, but what it lacks in coziness, it makes up for in greater comfort, generally better food and very reasonable prices. Located in Westmount's Old Post Office and open for breakfast, lunch and dinner, this simple drop-in kind of place offers a variety of Italian dishes, deli items, simple grills, sandwiches, salads and great pizzas. At night, the daily menu offers main dishes under $10, all of which include garlic bread and Cesar salad. Among those sampled were a good coquille St. Jacques, ravioli in cream sauce, excellent scaloppine Francesca and equally good fettuccine alla Luisiana. The small sirloin with peppercorns is also most satisfactory. Desserts are major events.

Open Mon.-Sat. from 7 a.m. to midnight; Sun. from 4 p.m. to midnight. Licensed. Honors all major credit cards. Inexpensive. 1304 Greene Ave. Westmount. Tel. 939-2222.

(Reproduced with permission from The Gazette)

Part II - Teacher Information

Students are now going to write a restaurant review. It can be a review of a real restaurant that they have been to with friends or family, or it can be an imaginary restaurant. The meal may be terrible or excellent. Students can review a McDonald's or Wendy's or Burger King or do a comparison. It may be a review of a meal their dad cooked at home or lunch in the school cafeteria, etc. They should make up a name for themselves and design a picture to accompany their review. A combination of fact and opinion is important.

Be prepared to answer a lot of questions pertaining to food and wine!

Students should work alone to write the review, but double up with their writing partner for peer editing. You could provide them with a check list of what a restaurant review should include and a balance sheet of fact and opinion. Too much of one should be looked at more carefully.

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e.g. In my review on _____ (name of restaurant) these are the

---

FACTS:	OPINIONS:
(List them)	(List them)

Students may prefer to write a column rather than a review; to be an expert rather than a critic.

There are certain things that they should know about columns. A column in a newspaper is printed regularly. It is usually written by the same person every time and has a title that people recognize along with the writer's name. The writer is usually an authority or an expert on the subject of the column. He takes facts and gives them an interpretation. He forms an opinion on them. It is the columnist's job to present fresh material regularly so that he keeps his audience interested.

Students can read a variety of columns in The Gazette or other newspapers: advice, sports, pets, music, etc.

Ask students to choose one of the following topics on which they consider themselves "experts".

Cars
Fashion
Food
Games
Interior Decorating
Money
Music
New Trends
Pets
School
Small Business
Women's News
Interpersonal relations (advice)
Others

Students will write a newspaper column on their subject. It should include both fact and opinion and should try to be up to date. Humor and satire are of course, most welcome.

e.g. You are writing a pet column. It is called <u>It's a dog's life</u> by P.E.Travis. Today's column is about poodles as pets.

FACTS: Poodles can be small (toy) medium (miniature), or large (standard), black, white, grey or apricot coloured.
Poodles do not shed. They have wool rather than fur.
Poodles are smart.
Poodles can be very nervous and high strung.
You can expect to pay between $300 and $400 for a pure bred poodle.

OPINION: A poodle is not really a dog; it's more like a furry rat.
Poodles are only pets for old ladies and spoiled children.
Would a grown man really feel comfortable being seen with a poodle?

OR

Poodles can be an excellent choice of pet for someone living in the city. The small (toys) ones do not require a lot of exercise and are quite happy in an apartment. However, poodles can be expensive or time consuming to maintain because they need to be groomed regularly.

Part III - Teacher Information

As the world gets more and more complicated we become more and more dependant on experts. Movie critics, doctors, image consultants, dieticians, personal trainers, these are our experts. We rely on them to guide us through the maze of everyday life. The opinions of experts are respected and can help you with an arguement. Experts can change your mind and others.

Hand out the exercise on experts, page 42. Some vocabulary work will probably be needed as well as some explanatory notes on the topics and the experts.

Students should work in groups of three for this exercise to ensure discussion and a better understanding of the connections between topic and experts.

The following are some ideas to introduce the topic to the students:

When you have to convince someone that your opinion is the right one, you have to be very persuasive. You must have techniques to persuade. One technique is the use of experts. If you say "smoking causes cancer", it is one thing, but if your doctor says "smoking will give you cancer", it is another. When you are trying to persuade someone, the opinion of experts can help. It must, however, be an appropriate expert.

THE ORAL PRESENTATION

Part III - Teacher Information

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EXPERTS EXPERTS EXPERTS EXPERTS EXPERTS EXPERTS EXPERTS EXPERTS EXPERTS

If you were trying to persuade someone that your opinion on one of the following topics was correct, which experts from the list provided could help you, and why? More than one expert can be helpful on each topic.

Topics	Experts
1. The effects of divorce	1. Pediatrician
2. Fast food restaurants	2. Teacher
3. The use of computers	3. Psychiatrist
4. Raising the legal drinking age	4. Police officer
5. Sports in school	5. Student
6. T.V. violence	6. Professional hockey player
7. Cosmetic surgery	7. Chef
8. Sex-role stereotypes	8. Lawyer
9. Salaries of professional athletes	9. Social worker
10. Modern day heroes	10. Secretary

THE ORAL PRESENTATION

Intermediate Objectives

The student will explore appropriate topics for an oral presentation aimed at voicing an opinion.

The student will examine and evaluate various sources to research his chosen topic.

The student will compose an oral presentation employing the materials researched and personal opinions based on that research.

The student will present an oral presentation to the class with the intention of informing and persuading.

THE ORAL PRESENTATION

Teacher Information

The oral presentation is of 3-5 minutes, intended to express an opinion based on factual research.

Step 1

This oral presentation must be informative but at the same time express the speaker's taste and feelings about his subject. It must combine fact and opinion. A superior oral presentation should not only express an opinion but should try to convince the audience to take that position as well, using techniques mentioned in the module.

e.g. a presentation on miniskirts in fashion could use facts about the history of the mini, the ordeal of the mini (cold legs, uncomfortable sitting positions, lack of mobility) and then express the views of the speaker (a male dominated plot to keep women servile, an expression of freedom for all women, a reminder to the over 30 crowd that they are over 30, *etc.*)

Therefore, in order for the presentation to be successful, the topic must hold some weight. A presentation on goldfish and their natural habitat summed up with the speaker's view that they make great pets is insufficient.

Choosing topics, then, becomes crucial. Supplying topics for the students usually invites moaning and groaning and choruses of "Do we have to?", but brainstorming can work quite well.

Introduce briefly the idea of the oral presentation. Tell students that together you will draw up a list of topics.

Explain the idea of brainstorming to students. One idea will spark another; trains of thought will develop and ideas will multiply. Students suggest any ideas that come to mind, that is a new idea or any idea that develops from another student's previous idea.

Turn your back to the class, chalk in hand and face the board. Students call out topics, you write them all down no matter how ridiculous. If you don't hear, students should continue to call out their topic until it is recorded. The first time a student says something totally ridiculous and you write it down, the students begin to realize the value of the exercise and become more serious.

Don't turn to face the class unless you really have to. Talk to the students while still facing the board. If things are slow to start, you can start by throwing out and writing down a few controversal items. Within 10 minutes, the board is filled with columns of ideas.

Once the board is filled or ideas have dried up, go over each topic bringing out the elements that would be suitable for a presentation. (e.g. Sex appears regularly. Rather than cross it off the list, focus students in on what aspect of the topic they can discuss.) Cross off any topics that are totally inappropriate (not many.)

Once you have gone over all the topics, discussed each one and thrown some ideas out at the class, have students write down five topics that they are interested in, starting with their favorite. If more than one student chooses the same topic, it doesn't matter. By choosing more than one idea, if they are dead-ended in one, they have others of interest.

Step 2

Now students need to find information on their topic. Library periods are a good idea. Students can learn or be reminded how to use card files, magazines, catalogues, newspapers, vertical files, encyclopedias. They must take notes (you'll probably need to show them how) photocopy material, paraphrase or précis. You might want to do some isolated exercises on these.

Notes should then be transferred to 3" x 5" index cards, one idea per card. Students can keep the name of the source on the back of the card. Index cards are beneficial for a number of reasons. The order can be shuffled when the final speech is put together, students have less chance of losing their place when speaking, cards are less awkward than paper.

Encourage students to be generous with their cards. Instruct them not to cram them full of words, to highlight the topic sentence on each card, etc. When the order of the cards is finalized, make sure students number them, just in case they are dropped!

Students now have to organize their material. It has to be collated in some logical and interesting sequence. Students should have facts, examples, perhaps the opinions of experts. They may want to use two or three arguements to back their opinions.

Once students have prepared their topic, then they must practice it, polish it, time it, etc.

N.B.: The student can do the identical preparation and instead of standing in front of the class to present, he can sit at a desk, as a news anchor would, presenting the evening news. Looking at the audience is extremely important. Notes are on the desk merely to be glanced at, as a guideline and reassurance. A visual accompaniment (diagram, map, large photo, etc.) should be encouraged. The same evaluation guide can be used.

Ideas for Evaluation, page 50, can be given to students as well to peer evaluate. Students can also use the marking guide as a checklist for themselves before their presentation. The Talk, Look and Listen series published by Globe/Modern Curriculum Press has some interesting and amusing ideas for public speaking. The level 3 text offers more detailed ideas on speech preparation as well.

Hints for Students

1. Practice your speech with someone so that you can make eye-contact (a parent, friend, a pet!) If you absolutely can't find someone, practice in a mirror.

2. If you are nervous, don't hold your cards, place them on a desk or podium. As each card is finished, turn it over.

3. Stand easily, one hand (maximum) in your pocket. Look at your audience. Each person should feel that you are speaking to them only.

4. If you forget something ignore it. Just continue. You will probably be the only one who notices.

5. Don't memorize your speech. Know it well and be comfortable with it.

6. You should have an attention grabbing opening. Use an amazing fact, a startling question or an interesting little story or joke. When your speech is over, the audience should know. You should not have to say "The end".

IDEAS FOR EVALUATION

This evaluation guide divides the oral presentation into two distinct sections: 50% for the content of the speech, 50% for the presentation. Therefore, a hard working, very nervous student can do well, and so can a lazy, personable student!

I.

1. voice: modulation, volume, speed (okays, umhs, aahs, eh)	10 marks
2. appearance: relaxed, in control, well presented	10 marks
3. manner: well practised, familiar, prepared (not memorized), natural	10 marks
4. audience appeal: eye contact, gestures	10 marks

II

1. lucidity: beginning, middle, end, flow of ideas	10 marks
2. facts: use of statistics, experts, concrete information	10 marks
3. opinions: strengths of, well stated, persuasive	10 marks
4. originally: audience relevance and interest	10 marks

III.

Overall presentation	20 marks
Final Evaluation	100 marks

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